



<b>Course Code:</b>	<b>FND102</b>
<b>Course Name:</b>	<b>Academic Communication Skills 2</b>
<b>Trimester:</b>	<b>Trimester 1, 2018</b>
<b>Program:</b>	Foundation Studies
<b>Credit Points, Duration, Core or Elective Course</b>	10 credit points, 1 trimester duration, core course
<b>Course Coordinator:</b>	Lorna Clark
<b>Document modified:</b>	21st November 2017

#### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.	
Lorna Clark	<a href="mailto:lorna.clark@staff.griffithcollege.edu.au">lorna.clark@staff.griffithcollege.edu.au</a>
Inez Chai	<a href="mailto:Inez.chai@staff.griffithcollege.edu.au">Inez.chai@staff.griffithcollege.edu.au</a>

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#### Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of classes. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

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#### Prerequisite

Please note: FND101 Academic Communication Skills1 is a prerequisite for course FND102Academic Communication Skills 2.

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#### Brief Course Description

This course introduces students to specific skills necessary to operate successfully in a tertiary environment. The skills apply across disciplines and focus on developing advanced reading, writing, listening and speaking skills to ensure that students are able to successfully participate and communicate in an academic environment. The course will also introduce students to skills in managing time and in developing independent learning skills as well as the requirements of academic research and integrity.

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### **Rationale**

Tertiary study requires advanced reading and writing skills, therefore, this course helps students to develop the necessary skills such as academic essay writing, researching, presentation skills, interrogation and critiquing of sources, and reflective practices. Awareness and mindfulness of academic integrity issues is highlighted in the course. In addition, the course focuses on assisting students to adopt preferred learning strategies that will lead them to success in their future studies.

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### **Aims**

This course aims to assist students in developing academic specific reading and writing strategies and as such systematically introduces listening, note taking, disciplinary specific vocabulary and typical sentence and organisational structures found in academic texts. It also aims to teach students how to recognise these features in readings, and to use this knowledge to help with their comprehension. The vocabulary, sentence and organisational structures observed within these texts will also be used to develop students' ability to write and present purposefully in an academic manner.

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### **Learning Outcomes**

**Upon successful completion of this course students will be able to:**

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| 1. Apply a range of appropriate learning skills including independent study skills, listening skills, discussion skills, critical thinking and analytical skills and active course participation |
| 2. Read, summarise and paraphrase academic texts   |
| 3. Demonstrate an understanding of oral presentation techniques appropriate to purpose, topic and audience   |
| 4. Stage academic text as appropriate to purpose and organise information logically (such as an academic essay)  |
| 5. Use and acknowledge sources of information using referencing conventions  |
| 6. Demonstrate an ability to use database interrogation techniques to conduct research   |
| 7. Demonstrate an awareness of key features of academic journal articles and source reliability  |
| 8. Use research to support a series of simple and complex ideas across a range of genres (spoken and written)  |
| 9. Apply reflective writing skills and instructor feedback into own work to enhance learning   |
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### **Texts and Supporting Materials**

You are required to purchase the following resources for this course-

#### **Textbook**

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2012). *Essential Academic Skills - Second Edition*. Oxford University Press:Australia.

#### **Workbook**

FND102Academic Communication Skills 2 compiled by Lorna Sedman

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## Organisation and Teaching Strategies

As this course is practical and designed to help you learn in a step by step manner, during the four (4) hours of class time each week you will be required to participate and engage in multiple in class activities. These activities are designed to deepen your understanding of and develop your skills and abilities on the topics being taught. You will also be encouraged to raise questions and discuss issues in class time. It is also expected that you will complete online activities, further research, revision and practice outside of class time.

### Contact hours

The expected contact hours per week for this course comprises of:

Formal classes	Formal Homework	Online Learning	Supervised Consultation and Common Time	Total
5 hours	4 hours	2 hours	1 hour	12 hours

### Class Contact Summary

#### Attendance:

Your attendance in class will be marked twice, one during each class. To receive full attendance, you must be present in the classroom on both occasions. You are encouraged to attend and participate in all classes throughout the trimester.

#### Participation in Class:

During classes each week you are expected to actively participate in exercises and discussions related to the current topic.

**Online Learning:** There will be the opportunity to use online resources and to complete activities via the Griffith College portal in order to enhance your learning. These opportunities may be formative learning experiences or summative learning experiences.

#### Consultation and Common Time:

Consultation time is offered on a weekly basis in order to support student learning. Please refer to the student portal or your teacher for details. Common time is offered to support and extend your learning so that you might achieve the best possible results.

#### Course Materials:

Lecture notes will be made available to you on the MyStudy site on the student portal and you are advised to print these out before each class. You are expected to bring these lecture notes and your workbook with you to each class week so that extra notes can be added and portfolio activities can be completed.

#### Independent Learning:

Throughout this course you will be encouraged to take personal responsibility for managing your own learning and your own time. In addition to the 4 hours spent in class time for this course you are expected to undertake independent study outside of class time. This independent learning will involve reading and preparing for classes and completing assignments and other assessment tasks. There will be the opportunity to use online resources via the Griffith College portal in order to enhance your learning.

#### Program Progression:

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at

equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### Specialist Facilities

Facilities and Resources	Specific Resources required
Indicate any specific facilities and resources required for delivery of this subject.	None
Indicate any specific learning resources required for this subject	Learning resources include: recommended textbook, Portal materials, Workbook
Indicate any specific IT or electronic learning resources required for this subject	Computer lab, projector.

### Content Schedule

#### *Weekly Teaching Schedule*

The course is divided into two sections:

**CORE SKILLS:** 3 hours in which students learn and apply core academic skills including reading, writing and language skills

**CRITICAL THINKING WORKSHOP:** 2 hours in which students are exposed to various academic genres and develop the ability to critically analyse academic sources

Week	Topic	Activity	Readings
1	<b>Course Introduction, Reflective Writing</b>	Class 3 hours Workshop 2 hours	Workbook
2	<b>Academic Sources, Critical Thinking</b>	Class 3 hours Workshop 2 hours	Workbook
3	<b>Understanding Topics</b>	Class 3 hours Workshop 2 hours	Workbook
4	<b>Conducting Research</b>	Class 3 hours Workshop 2 hours	Workbook
5	<b>Essay Structures</b>	Class 3 hours Workshop 2 hours	Workbook
6	<b>Citations and Reference Lists</b>	Class 3 hours Workshop 2 hours	Workbook
7	<b>Quoting and Paraphrasing</b>	Class 3 hours Workshop 2 hours	Workbook
8	<b>Mid-Trimester Exam In Class Assessment</b>		
9	<b>Editing</b>	Class 3 hours Workshop 2 hours	Workbook
10	<b>Oral Presenting</b>	Class 3 hours Workshop 2 hours	Workbook

11	<b>Oral Presenting</b>	Class 3 hours Workshop 2 hours	Workbook
12	<b>Oral Presentations In Class Assessment</b>		

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Critical Thinking Presentation	20%	2 5 7 8	4 - 9
2	Mid-Trimester Exam	20%	2 5 8	8
3	Essay	20%	2 4 5 6 7 8	9
4	Oral Presentation	15%	3 4 8	12
5	Homework	25%	1 6 7 9	12

### Assessment Details

The assessment for this course is designed to allow you to develop and demonstrate the academic skills taught throughout the course. You are advised to attempt all assessment items to ensure you have the best possible opportunity to successfully complete the course. The following sets out the assessment requirements for this course:

#### Critical Thinking Presentation

Working in a group, you will lead a class discussion based on an evaluation of an academic source. You will be given the source in advance and will prepare an overview of the information it contains. You will then lead the class to consider how the information could be used and what questions we could ask to help us analyse it.

#### Progressive Portfolio

A compilation of short tasks completed progressively either during class time or in your own time outside of class to demonstrate learned skills. The objective is to develop skills progressively with practical application of skills discussed in class. The reflective component of this assessment encourages personal insight into the ongoing learning process and enables monitoring of personal skills and growth.

#### Oral Presentation

Working in a group, you will deliver a 10 minute presentation based on a question provided to you in class. Your presentation will assess your planning skills, research skills and your presentation skills.

#### Mid-Trimester Exam

Your mid-trimester exam, held in week 8, consists of short answer questions and pieces of writing designed to demonstrate learned skills. This assessment item will assess the level of understanding and practical skills developed between weeks 1 – 7.

#### Individual Essay

A 1000 word essay incorporating skills of the writing process is due in Week 9 of the trimester. You will also be

required to submit your essay electronically via Griffith College's collusion detection tool {Turn It In}. This short essay assesses the essay writing process including the technical skills of referencing, citation, and paragraphing as well as research and critical thinking skills. This assessment item allows you to combine skills learnt over the trimester and demonstrate these skills.

A requirement for submission of your Individual Essay is that it must be uploaded to Turnitin for checking of originality against sources (including web/database/other students assignments) by the due date of submission. Failing to submit to Turnitin will result in you receiving a Did Not Submit (DNS) mark for your assignment. Your tutor will discuss how Turnitin will be specifically used in your course. Turnitin Student User Guides are also available from the Griffith College portal.

You are required to submit a paper copy of the complete first draft of your Individual Essay at the beginning of class in week 6. The paper version of your draft will be used during class time to undertake a peer-editing/revision exercise whereby you will review a class mates draft and provide feedback on the content, use of evidence/research, structure and clarity and presentation of their essay. Your teacher will also provide you with feedback on areas that could be improved. You will then be expected to review the feedback you have been provided and to make necessary changes to increase the quality of your Individual Essay before it is submitted.

### ***Submission and Return of Assessment Items***

You must submit written portfolio & assignment assessment according the requirements given to you and outlined in each of the assessment criteria.

### **Satisfactory completion of the course**

To satisfactorily complete the course, you must achieve a minimum overall mark of 50%.

PLEASE NOTE: Assignments are required to be submitted to Turnitin. Failure to obtain and attach a satisfactory Originality Report will mean that the assignment will not be marked and a score of zero will be recorded for the assignment. Detailed instructions and a Marking Guide will be provided during the trimester. Late submissions will attract a penalty as described in the Assessment policy.

### **Internal moderation and benchmarking processes**

All assessment will be set by teaching staff with a collaborative approach that includes peer review and approval by the appropriate Program Convenor. Significant pieces of assessment in the course are internally moderated in a collaborative manner by relevant teaching staff to ensure that the criteria and standards are correctly and consistently applied. Before Final Exams are marked, teachers conduct sample marking to ensure that the criteria and standards are correctly and consistently applied. In addition, benchmarking of the final exam in each course is undertaken by an external person (usually a lecturer in a similar Diploma level course). The benchmarking report provided by the external lecturer informs continuous improvement practices for the subsequent trimester.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### ***Extensions***

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

### **Assessment Feedback**

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

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### **Generic Skills**

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	
Self Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes

Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency	Yes	Yes	Yes

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## Additional Course Information

### Learning Support

In addition to formal contact hours, you are provided with extra support through individual consultation with teaching staff, English language support, and self-access computer laboratories.

Griffith College is committed to providing additional academic assistance to students to maximise their opportunity to successfully complete units of study. Learning Advisors conduct regular workshops in skill areas essential to studies. These include: time management, goal setting, essay preparation, examination techniques, academic writing skills and maths. Further information on programs available can be accessed on the Griffith College 'Support' tab on the Portal (<http://studentsupport.griffithcollege.qld.edu.au/>) or by asking the Griffith College staff on reception.

### Teacher and Course Evaluations

Student feedback is respected and valued by teachers and the College. Students are encouraged to provide their thoughts on the course and teaching, both positive and critical, directly to their teacher or by completing course and teacher evaluations.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.



***Risk Assessment Statement***

There are no known out of the ordinary risks associated with the delivery of this course.

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